

II. FRAME OF THEORIES

2.1 Concept of Vocabulary

Vocabulary is a list of words which is used to build up a language. This is supported by (Webster, 1988:110) stated that vocabulary is a list of words usually arranged alphabetically and defined, explained, or translated into the range of language. Those idea are also supported by Hornby (1984:959) stated that vocabulary is the total number of words with role of combining them to make a language. Vocabulary work can be directed toward useful words and give learner practice in useful skills. it is obvious that without mastery vocabulary, someone can convey nothing. In line with previous statement that the writer assumes that vocabulary is the basic element of language in which it will make a language meaningful.

In any activity of learning language, students are trying to use the language by using vocabulary into certain sentences in order to able to communicate and transfer their ideas. On the other hand, language tells us nothing, if we do not know anything about vocabulary. Vocabulary is a set of lexeme including a simple word, compound word, and idiom. Lamb (1963) defined a simple word as single word that may or may not have a prefix and suffix, example: table, chair, door, etc. While a compound word is, a word joined from two or more other words. Trask (1999:120) also said that compound word is two or more existing

words, which are simply combining. Compound word can be written as one word, two words or as hyphenated-word, for examples: classroom, textbook, policeman, etc. idiom is a group of words with a meaning which is different from the individual words and often difficult to understand the individual words, for example: look up, look at, give up, etc.

Based on the explanation above, vocabulary plays an important role in a language. The writer assumes that vocabulary is a list of word that is combined to make a sentence with rules to build up a language. By mastering a great number of vocabularies will be easier for language learner to communicate and share their mind with others. Therefore, English teacher is suggested to find various techniques of teaching vocabulary in order to make the teaching process more effective and interesting.

2.2 Kind of Vocabularies

As stated by Fries (1974: 4), vocabulary can be classified into some types namely:

1. **Content Words** represent:
 - a. Name of subject or things, that is: nouns.

It is one of most important part of speech. A **noun** is a word used to name a person, animal, place, thing, and abstract idea. It is also a word which (a) occurs as a part of subject of a sentence or an object of a verb or the object complement. A noun can be modified by an adjective. Crystal (1995:206) defines seven parts of speech as follows:

1. Adjectival Noun

Adjectival noun is an adjective that functions as a noun. The examples of adjectival noun are highlighted, 1). *The other* is still on the way, 2). *The poor* is asking any food from *the rich*.

2. Animate Noun

Animate nouns refer to a person, animal, or other creature. This animate noun sometimes has different noun endings which make the gender clear. The examples of the animate noun are: 1) *The actress* dances on the stage, 2). *The singer* is greeting his fans, 3). We meet *the manager*.

3. Collective Noun

Collective noun is a word used to define a group of objects, where the objects can be people, animals, emotions, concept or other thing. It is a noun that refers to things or people as a unit. The examples of collective noun are: 1). *The jury* is collecting the score to decide the winner, 2). *The team* joins the match, 3). *The audience* gives their applause to the singer.

4. Concrete Noun

Concrete noun refers to entities which can be observed and measured. Here are the examples of concrete noun: 1). She holds many *books*, 2). My parents buy a *house*, 3). They drive the *motorcycle* quickly.

5. Abstract Noun

Abstract noun refers to unobservable notions, such as difficulty, idea, certainty, etc. For example: I put my daughter's *art* up on the fridge.

6. Countable Noun

Countable noun refers to individual, countable entities, such as books, houses, flowers, for example: He bought three books of psychology.

7. Uncountable Noun

Uncountable nouns refer to an undifferentiated mass or notion, such as butter, water, sugar, for example: I add some *sugar* in his coffee.

8. Proper Noun

Proper nouns are names of specific people, place, time, occasions, events, publications and soon. Proper nouns are not usually used with the determiners. It is also written with an initial of capital letter. The examples of proper nouns are: 1). I love *Indonesia*,2). I went to beach on *Sunday*,3). They watch the *FIFA World Cup Championship*.

b. Action done by with those things, that is: verbs.

It is the word which expresses an action or help to make a statement. The verb is perhaps the most important part of the sentence. A **verb** or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. It occurs as a part of predicate of a sentence and sometimes carries numbers of grammatical categories, such as tense, aspect, and mood.

There are several types of verbs. Those are:

1. Auxiliary verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class.

Auxiliaries can be used before the word 'not'. It is also put before the subject in order to ask a question.

Here are the examples of auxiliary verb: 1). They *do* not need any help to finish their homework, 2) *Does* she come late every Monday? 3). Marry *does* not want to attend her friend's birthday party.

2. Inchoative Verb

Inchoative verb is a verb that describes a change of state. The examples of inchoative verb are *freeze, dry, burn, rise, etc.*

The examples in sentence are: 1). The refrigerator *freezes* everything in it, 2). The fire *burns* the wood.

3. Modals

Modal verbs convey a range of judgments about the likelihood of events; they function only as auxiliary verbs, expressing meaning which are much less definable, focused, and independent than those of lexical verbs. There are nine verbs in this class: *can, could, may, might, will, would, shall, should, and must*, with *dare, need, ought to* and *used to* having a very similar function.

Here are the examples of using modals in the sentence: 1). I *will* visit the museum in the week end, 2). She *can* finish her homework without any help.

4. Phrasal Verb

Phrasal verb is a **set** of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally referred to as particle. Here are the examples of phrasal verb: 1). The plane *took off*, 2). My father *looks for* money every day.

5. Regular and Irregular Verb

A regular verb is the verb that follows the pattern of taking *-ed* for the past tense and past participle or *-d* if the word ends in *e*, such as *walk=walked*, for example: He *walked* alone to the school

An irregular verb is the verb that does not take the *-ed* ending for the past tense and past participle forms. Some irregular verbs do not change; *put put put*, while others change completely; *drink, drank, drunk*, for example: 1). He *put* my book on the table, 2). She *drank* a cup of milk.

c. Qualities of the things, that is: adjectives.

It is the word used to qualify noun or pronoun. An **adjective** modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the **highlighted** words are adjectives: 1). The ***small*** boat foundered on the ***wine dark*** sea, 2). The back room was filled with ***large, yellow*** rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb in the sentence, for example: 1). My husband knits intricately ***patterned*** mittens.

1. Possessive Adjectives

A **possessive adjective** (*my, your, his, her, its, our, her*) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences: 1). I can't

complete **my** assignment because I don't have the textbook, 2). What is **your** phone number?

2. Demonstrative Adjectives

The **demonstrative adjectives** *this, these, that, those, and what* are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences: 1). When the librarian tripped over **that** cord, she dropped a pile of books, 2). **This** apartment needs to be fumigated.

2. Function Words are those words, which one is used as a means of expressing relation of grammar or structure, such as conjunction (*and, however, but*), e.g.:

- a. *Andi is as clever as Indah but Ronnie is not like them. (Conjunction)*
- b. *Dian and Desy have a cat. (Conjunction)*

3. Substitute Words, those which represent the individual things or specific action as substitutes for whole form classes of words (*anybody, anyone, somebody, and someone*), e.g.:

- ✓ *Everyone has left the room.*
- ✓ *Nobody is perfect.*

4. Distributed Words, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as *any, either*, etc, e.g.:

- ✓ *You do not allow passing this line and neither do I.*
- ✓ *She cannot finish the task and I don't either.*

Based on the all the kinds of vocabulary above, the writer focused on content words that consist of noun, verb, and adjective. Those three kinds of content word are considered as the most important word in the part of speech/ word order. The writer decided to use animate noun and proper noun in the teaching vocabulary of job, the place of work regular and irregular verb and also the adjective. It is expected that after learning vocabularies by using crossword puzzle game, the seventh grade of SMP N 10 Bandar Lampung increased their vocabulary achievement and they can express their ideas and communicate easily each other.

2.3 Concept of Teaching Vocabulary

The teaching and learning vocabulary of a language is important, because by mastering a great number of vocabulary, they progressed their ability in mastering the language. Hopefully, the student can understand the meaning of words, not only to memorize, but also it must apply it in simple sentence. Teacher should consider the appropriate method and suitable technique to achieve the goal.

Scot (2007) says that there are five basics instructional method of teaching vocabulary, they are:

1. Definitional methods include anything where a student is given a word and a definition. The students may be given a list of words and have to look them up in a dictionary or the teacher may simply give an oral definition for new vocabulary words without discussing the meaning beyond definition.
2. Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest of sentence or paragraph. The

instructional method also teaches students how to use a new vocabulary word in the right context by writing original sentences using the new word.

3. Organizational or semantic framework instruction, students learn relationships between and among similar words. This type of instruction includes the use of concepts maps, semantics maps, and other graphic organizer.
4. Mnemonic instructional methods make use of vital images as a way of help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged the picture something that helps them associate a word meaning.
5. Structural methods of vocabulary instruction show students how to look at the parts of the word for clues about what the new word means. Scoot, Jamienson – Noel and asse link cite (2003) a previous study which claims that this type of morphological word study is especially useful to the students who are learning English as an additional language (Scoot, 2007).

All of the ways above can be used in teaching learning vocabulary process, but in this research the writer used structural method because the writer assumed that those learning method helped the students to memorize the vocabulary and it was also suitable for crossword puzzle game that consist of two parts. The first part consists of some grids with certain arrangement and the second is clue. So the students indirectly learned the meaning from the clue of crossword puzzle game.

2.4 Concept of Crossword Puzzle Game

In teaching vocabulary, unless there is a challenge way or technique, the students may not be interested in learning it. But crossword puzzle game gives the students chances to improve the students' vocabulary. Crossword puzzle game is a word game that the answers have to be guessed based on the clue and be written into numbered squares that go across down (Cambridge Dictionary). Meanwhile, according to Hornby (1984: 208) stated that crossword puzzle is a puzzle which words have to be written vertically (clues down) and horizontally (clues cross) in spaces on chequered square.

From the statement, we can conclude that the form of the puzzle consist of two parts. The first part consists of some grids with certain arrangement and the second is clue. The grids are arranged based on the number of the letter of each clue answers both vertically and horizontally.

To play crossword game, student must fill the grids with letters based on the clue. So they have to find out the answer of each clue. If they could answer one clue correctly, this easier for them to fill other grids and answer other clues because the grids are connected each other. So, the students learned how to recognize their mistake and fix it.

Nation (1990:253) states that puzzle are teaching techniques which bring the learner's motivation. However, It gives the students practice in using the words in a sentence in addition to know the meaning. It combines teaching students' definitions with giving them experience in writing the words the students are

learning, which is an effective part of memorizing vocabulary. Crossword puzzle game, at a very basic level, can be a fun way to introduce word skills to the youngest students, while older ones can add to their vocabulary set.

For example, in playing a game, the groups of students not only enjoy the game but also competed each other. Each group tried to be the winner. In this way, students tend to be active and worked harder to win the competition. Besides, a game is also as a source of relaxation to avoid boredom and monotonous teaching. So, the students relaxed the presentation and catch the subject easily. It is an activity that will give fun to the students (Nation, 1974:19). It is supported by Rodger, (1981:1) states that use of game can develop activities to make students forget that they are in class, that is to relax the students by engaging them stress – reducing tasks.

According to Nation (1990:24) the characteristic of a good game are:

1. Game should be suitable to student's level.
2. Game should motivate students to enlarge their vocabulary.
3. The materials of the game should challenge for the students.

Crossword puzzle game is appropriate with three steps in teaching vocabulary. The teacher is able to teach the spelling and the pronunciation of the word by writing the answer on the grid. While, in teaching pronunciation, the teacher is able to pronounce the word loudly in front of the class, and then asks the students to repeat after the teacher. Secondly, teaching the meaning of the word as the clues of crossword puzzle or a sentence that can describe the meaning of the content. And the last, teaching the use of the word. In teaching use of the word,

the teacher also makes the exercise as the follow up after finishing the crossword puzzle game. So, by using our creation and watching to the student's need, crossword puzzle game can be a good technique in teaching vocabulary.

According to Jimmy Jam, the education value of crossword puzzle game reaches into many skill areas. Some of the main areas in which solving or creating crossword puzzle game can benefit educational efforts include:

1. Vocabulary building

To solve any crossword puzzle game, the students must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It enables the students to form the letter one by one to built vocabulary.

2. Spelling skill

The teacher can teach the spelling and the pronunciation of the word by writing the answer on the grid. In filling the answer in the grids, the students put the letter one by one. It trains the students about the exact spelling of the words.

3. Reading skills

The clues and answer can be engaged way for students learns English classification of different parts of speech, and investigation of more complex concepts like synonyms and antonyms in reading carefully worded clues. So, while doing the crossword puzzle the students' reading skill will be improved.

4. Word comprehension skills

The students must use word clues to determine the correct word to fit into the crossword, either across the puzzle or up and down. While the students

answering the clues, they will understand the use and the meaning of the words.

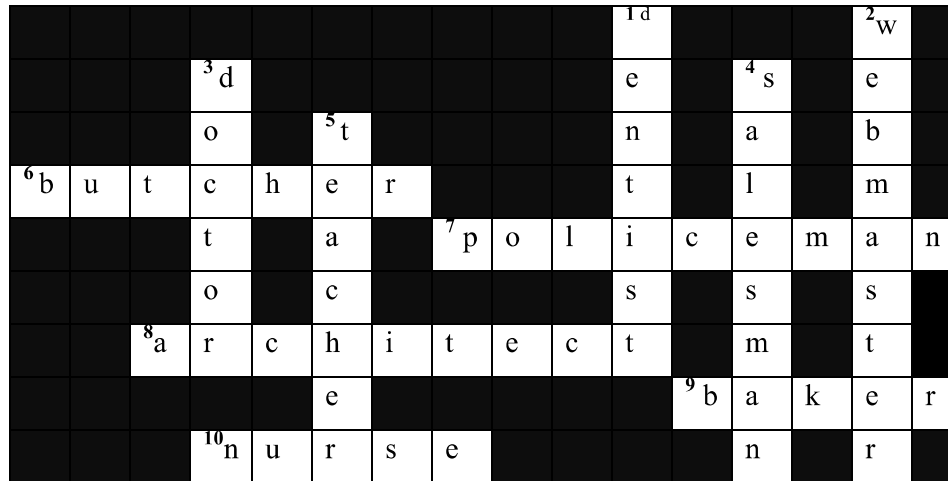
5. Reasoning skills

To solve any crossword puzzle game, the students must be able to identify and understand the terms being used. They will not choose the answer which is not appropriate with the clues. The student will try to think rationally here while doing the crossword puzzle game.

Based on the explanation above, the writer assumed that crossword puzzle game is a technique which will make the students more active to pay attention to the material which is presented by the teacher. The puzzle generally attracts us to try to answer it and in answering the puzzle, the students usually keep many words. This way can give positive effect of result in learning English vocabulary.

Example of Crossword Puzzle Game of Job

Instruction: Please fill in the grid by answering the clue. So, you have to find out the answer of each clue and number one has done for you.



Across

- A person who seals meat is
- Someone who maintains public order is
- He or she who designs house is
- A person who makes bread and pastry is
- She Works with the doctor is

Down

- Someone who Looks after your teeth is
- He can built websites. He is a
- Her or his duty is to treats patient. He is a/an....
- His job to sell, he is a
- He or She work in the school is

2.5 Advantage and Disadvantage of Crossword Puzzle Game

A. Advantages:

1. It enables the students to reinforce the vocabulary they have had
2. It enables the students to enrich their vocabulary
3. It can avoid boredom and monotonous teaching learning process.
4. It gives students indirect experience in learning, so it gives them better impact they will remind the word.

B. Disadvantages

1. It needs a lot of preparation for the teacher to make the student's Worksheet
2. During the game the students tend to make noise. To overcome this problem the teacher can ask the students to weaken their voice and not to communicate with other group.

2.6 Group Work

Flyn and Lafaso (1974;4) group work is a group of people who recognize themselves one another and who meet in face – to – face situation to accomplish some purposes. The members of the group will help each other in order to accomplish their purposes. This statement supported by Jarolimek (1980:215) states that group work is a case point, working together cooperatively involving students in a process through which they learn and apply many important human relation skills.

Based on the definition above the writer concludes that group work is two or more individual who meets in a situation that will help each other for achieving the goals.

In the process of teaching learning vocabulary through crossword puzzle game the writer focused on group activity and whole class activity. In the group work activity the students divided into small group that consist of four until five students who worked cooperatively and discussed the answer of crossword puzzle game together that should be finished in 15 minutes. After the students finished the crossword puzzle game sheet in the group work activity the students changed their crossword puzzle game sheet with the others then discussed it in the whole class activity.

The writer also considers by working in the group work is very beneficial for the students learning process in studying English. In a group work the students can discuss certain work or task assigned by the teacher and gives many opportunities to be active in their leaning process and also create a good relationship between students to students and students to the teacher.

2.7 Procedure of Teaching Vocabulary Through Crossword Puzzle Game

Here are the steps of teaching vocabulary through crossword puzzle game:

a. Pre activities

1. The teacher prepared the material.
2. The teacher checked the attendance list.

3. Teacher asked some questions related to the topic to build up their knowledge of field by asking them about their dream (what they want to be after graduating from their school).
4. Teacher wrote their question in the white board.

Example:

Dream (what do you want to be)	Work place	responsibility
- Teacher - Doctor etc	School Hospital	Teach the students Cure the patient

b. Whilst Activities

1. Teacher told the topic that they were going to learn about job
2. Teacher explained the material, that concerning to the name of job, work place and responsibility.
3. The students were asked if they had some questions.
4. The students were divided into small groups consisting of four until five students.
5. Each group was given crossword puzzle game sheet, some instructions and also explanations about crossword puzzle game, such as: Crossword puzzle consist of two parts: across and down. Please fill in the grid by answering the clue. So, you have to find out the answer of each clue and number one has done for you.
6. The students were asked to fill in the crossword puzzle game in 15 minutes.
7. In implementing crossword puzzle game, the students were not allowed to say the word or show their crossword puzzle game sheet to the others. If

the time was over the students and the teacher discussed the answer together. The group that answered it correctly and got the highest score was the winner of game.

8. After doing the game in the group work activity the students were given the task based on the material that they have been learn.

c. Post Activities

1. The teacher reflected the subject or topics that have been discussed.
2. The teacher asked the student's difficulties in understanding the lesson.
3. The teacher delivered the summary of the lesson.
4. The teacher closed the meeting.

2.8 Theoretical Assumption

Language is a topic that cannot be learnt in one day but must be learnt continuously. Mastering the language means that mastering vocabulary. So the students can communicate and interact their idea each other. To achieve that goal the teacher should create appropriate method and technique that can make the students interested to the class so the student can increase vocabulary score.

In this research, the writer focused on teaching vocabulary by using crossword puzzle game in a group work. The writer assumes that crossword puzzle game not only bring the students into different challenge in learning language but also help the students to memorize words and apply them in the content It is also supported by the process of the treatements which make the students' interested increased and more active in teaching learning vocabulary. Hopefully crossword puzzle

game could be an effective technique to increase students' vocabulary achievement.

2.9 Hypotesis

Based on the theoretical assuption above, the writer formulates the hypotesis as follows:

“Crossword puzzle can significantly increase students' vocabulary achievement in a group work activity.”